



Awareness in (I)SLA

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Message from the Guest Editor

The purpose of this issue is to probe deeper into several unanswered issues associated with the role of awareness in L2 learning, from theoretical, empirical, methodological, and pedagogical perspectives. Issues may include the need to establish whether the construct ‘awareness’ is a dichotomy (aware vs. unaware) or occurs on a continuum (Hulstijn 2015; Leow 2000). Similarly, further research needs to investigate the potential co-occurrence of implicit and/or explicit learning during the L2 learning process leading to implicit and/or explicit knowledge (N. Ellis 2015; R. Ellis 2005; Rebuschat et al., 2013). In addition, there is a paucity of studies addressing different types or levels of the participant population.





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